Chapter 5 discusses tiering and how it can be incorporated. Tiering stated simply is the action in which we as teachers make to make assignments more challenging for some and less for others. The first thing we wont to understand about tiering is to expect “every student to demonstrate full proficiency with the standard, not something less.” (pg 56) Second is acknowledging the “most needed” skills in assignments that really matter. An important tip “to avoid a potential pitfall with tiering, [is to] be *sure* to stay focused on one concept or task. (pg 57) The chapter continues with explaining various methods in tiering and assessments that can be very useful in helping your students. Some of these concepts are: Learning Contracts: These are helpful in communicating with your student in a way that explains what there are expected to get done but also helps the student and teacher to find various ways that will help the student through their learning style barriers and the time barriers. A great assessment idea that I will defiantly using in my class is a form of the Tic tac toe. I know from personal experience that this concept works very well with students just like myself and also the students that were nothing like me. The concept requires students broaden their sense of learning styles in a way that they get to create. This assessment style uses the themes of differentiated instruction and tiering and makes the student feel as though they are directly impacting their learning